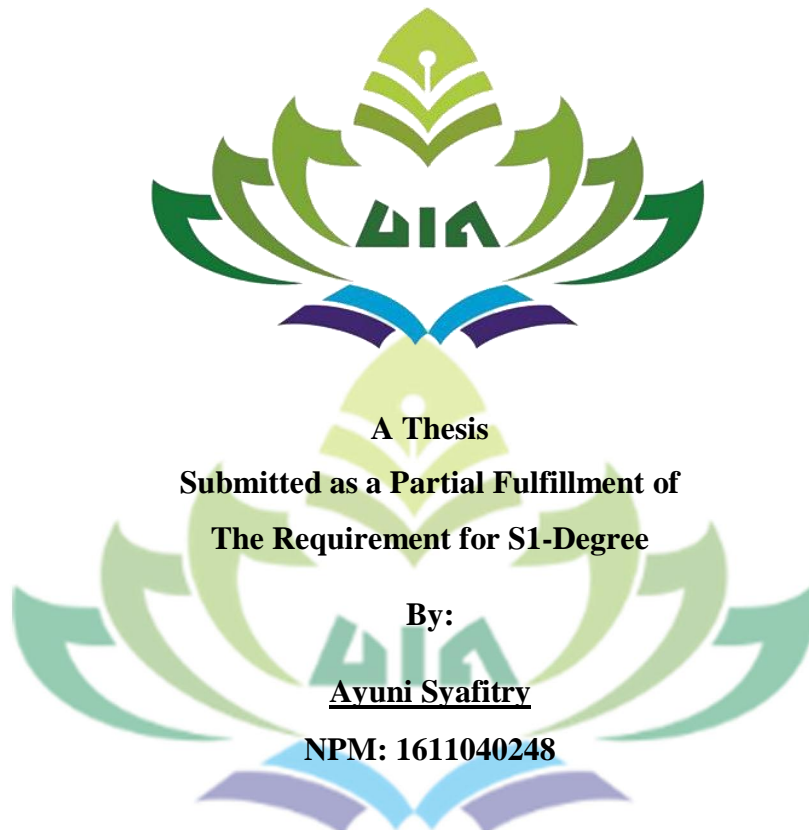


**THE INFLUENCE OF USING THINK TALK WRITE STRATEGY
TOWARDS STUDENTS' WRITING ABILITY IN REPORT TEXT**



**A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree**

By:

Ayuni Syafitry

NPM: 1611040248

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG**

2020

**THE INFLUENCE OF USING THINK TALK WRITE STRATEGY
TOWARDS STUDENTS' WRITING ABILITY IN REPORT TEXT AT THE
FIRST SEMESTER OF SMA ASSALAM TANJUNG SARI LAMPUNG
SELATAN IN THE ACADEMIC YEAR 2020/2021**



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Submitted as a Partial Fulfillment of
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ABSTRACT

THE INFLUENCE OF USING THINK TALK WRITE STRATEGY TOWARDS STUDENTS' WRITING ABILITY IN REPORT TEXT AT ELEVENTH GRADE OF ASMA ASSALAM TANJUNG SARI AT FIRST SEMESTER IN THE ACADEMIC YEAR 2020/2021

Writing is one considered the difficult skill for language learners, because writing as process to construct some assessment of writing such as content, organization, vocabulary, language and mechanics. Think-talk-write strategy is strategy for teaching writing which includes three steps analyzing, discussing and writing. Based on preliminary research it showed the students' writing ability at the eleventh grade of SMA Assalam Tanjungsari were still low. It can be seen from the writing score which shows that there were 56.67% of the students who got score under the criteria of minimum mastery. The criteria minimum mastery in SMA Assalam Tanjungsari is 75.

The research methodology used pre-experimental design, type the one group pre-test and post-test. The researcher took the sample by using cluster random sampling, the sample was XI IPA as an experimental class, consist 30 students. There are two sessions when applied this strategy in experimental class, 15 students for session one and 15 students for session two. The researcher collect the data through home visited. After giving post-test the researcher analyzed the data used SPSS formula. From the data analysis, the result of paired test where t_{observed} was 17.109 and t_{table} was 2.028. Which means that t_{observed} is higher than t_{table} $17.109 \geq 2.028$. The result means there is influence of using Think-Talk-Write strategy towards students' writing ability in report text at the first semester of SMA Assalam Tanjungsari Lampung Selatan in the academic year 2020/2021.

Keywords: pre-experimental design, report text, think-talk-write strategy, writing ability

DECLARATION

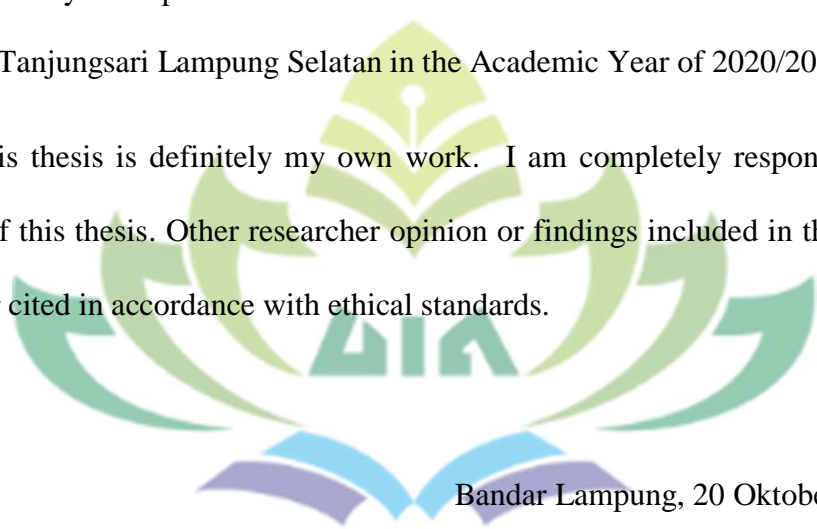
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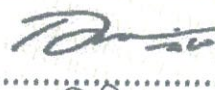
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MOTTO

“Tie Science by writing”¹ -Ali bin Abi Thalib Ra.

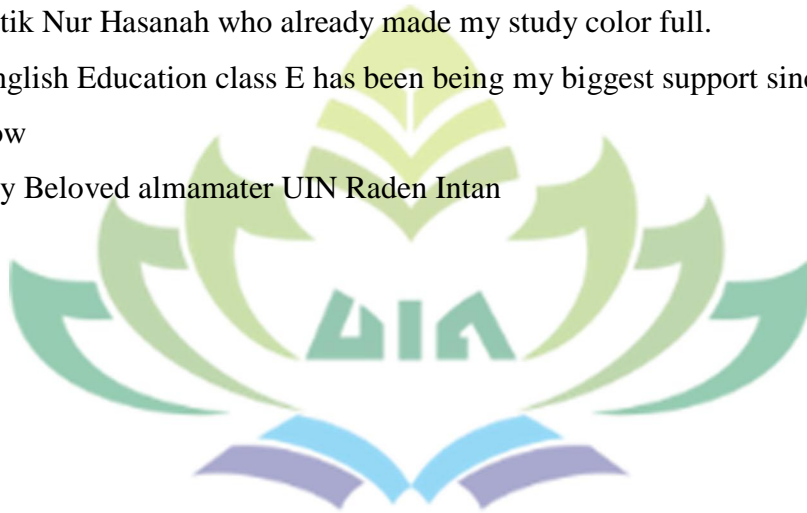


¹ Silsilah *Ash-Shahiihah*, p.2026

DEDICATION

This thesis dedicated to:

1. My beloved parents: Mr. Ferry and Mrs. Saidah who always gave best prayed and supported me in my study and my life.
2. My Sister: Jeni Pusfita Sari who provided and helped me to tooks documantaion in my research whehe.
3. My GG till Jannah: Ahyatul ula, Aulia Tri Rahayu, Ania Damaya, Elis Fatmawati, Evi Tamara, Laras dwi Jayanti, Mutiara Safira, Sarah Oktaria, Titik Nur Hasanah who already made my study color full.
4. English Education class E has been being my biggest support since 2016 until now
5. My Beloved almamater UIN Raden Intan



CURRICULUM VITAE

Ayuni Syafitry was born in Jakarta March 20th 1998. She is the first child of romantic couple, Mr. Ferry Sanovil and Mrs. Saidatun Mubarakah. She has one sister namely Jeni Pusfita Sari and one brother alm. Muhammad Farih Za'abia.

SD N 1 Kertosari is her primary Education and graduated on 2010. Then, she continued to Junior High School of SMP N 1 Tanjung Sari and finished on 2013. After she graduated from Junior High School on the same year she was accepted to SMA Assalam Tanjug Sari and graduated on 2016. She continued again her study in State Islamic University of Raden Intan Lampung (UIN) as collager of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During her study in State Islamic University of Raden Intan Lampung (UIN), she joined UKM PSM BS and English Students Association (ESA).

ACKNOWLEDGMENT

First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Using Think Talk Write Strategy towards Students’ Writing Ability in Report Text at the Eleventh Grade of SMA Assalam Tanjung Sari Lampung Selatan at First Semester in the Academic Year of 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

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6. 5. Ratna Nurwidaningsih, S.Pd as the English teacher at SMA Assalam Tanjung Sari Lampung Selatan who given the guidance and spirit in conducting this research.
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8. English education class E has been being my biggest support since 2016 until now.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, October 20th 2020

The Researcher,

Ayuni Syafitry
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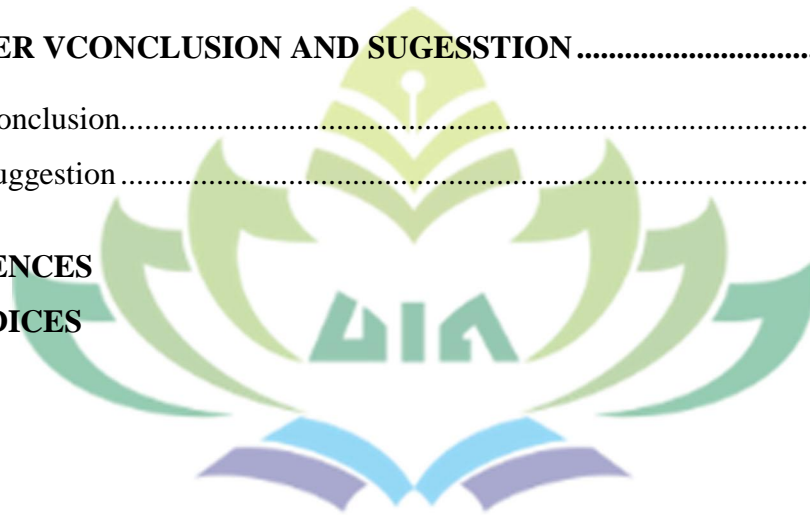
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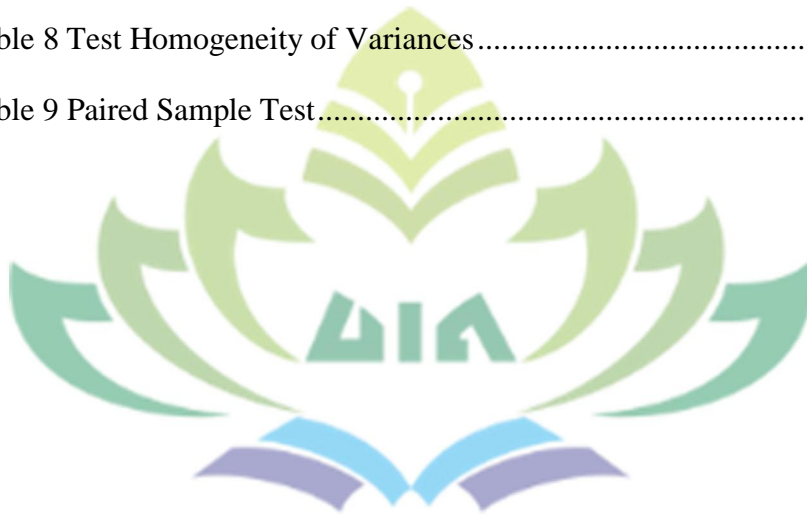
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an activity of pouring thought or expression to someone else that someone understands in writing. The delivery referred to in the writing is indirect communication. According to Harmer, writing is a form of communication to deliver thought or to express feeling through written form.² It means ways of communication not only by speaking skill, also by writing as long as people can understand what we mean. In writing, someone is required to understand the structure of language, grammar and of course a lot of vocabulary mastery.

According to White, writing is the process of expressing the ideas, information, knowledge, and experience the writing to acquire the knowledge or some information to share and learn.³ Writing is how someone forms series of ideas and knowledge that has been known to be shared. In the sense of writing is also a media for pouring ideas on what has been reviewed by the author. Writing activities are not easy, as writing should be able to write something new in order that it does not look like copying other writings. Therefore, writing is activity for some people to express that it has idea for own self.

² Jeremy Harmer, *The practice of English language teaching*, (New York: Longman, 2001), P.75.

³ Fred D. White, *The Write's Art. A Practical Rhetoric and Handbook*, (New York: Wadsworth Publishing Company,1986), P.10.

Furthermore, Heaton stated that writing ability is the skill of a researcher to communicate information to a reader or a group of readers.⁴ It takes study and practice to develop these skills. When we want to write something, we spent much to do it.⁵ It can be concluded that the researcher should produced good written in delivering information becaused it connects between reader and researcher, this also determines the good researcher.

Besides difficulty in writing Bitchener and Basturkmen, argued that students are not able to transfer their ideas when they have to put it into the concrete one.⁶ It is supported by Richard and Renandya, stated writing is not only about developing ideas but also how to make the ideas can be understood.⁷ It means many students have problem to expand their ideas in writing becaused students cannot organize their writing accordanced with the correct writing style so that their writing can be understood.

Somehow the teachers have problem in teaching writing, the teachers often find difficulty in determining the strategies or teaching methods that are in accordanced with the material being taught. Therefore, the teachers do not separate the way to teach such speaking skills, listening, reading, and writing. As a result students do not understand the division of skills. This problem is not

⁴ J. B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135

⁵ Alice Osima and Ann Hogue, *Writing Academic English*, (3rd Ed), (New York: Addison Wasely Longman, 1988), p.xii

⁶ Bitchener, J. & Basturkmen, H, Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. *Journal of English for Academic Purposes*. P. 14

⁷ Jack Richard C. & Renandya, Willy A, *Methodology in Language Teaching*. (New York: Cambridge University Press, 2002), p.303

entirely blamed, but there must be guidance's in teaching so that it will be good in the future. Thus, the teachers have a suitable strategy in teaching writing to text reports is using think talk write strategy.

Based on the pre- research data obtained on 25th April 2019, by interviewing the English teacher, Ratna Nurwidaningsih at SMA Assalam Tanjung Sari, the researcher found some problems in teaching writing. Ratna Nurwidaningsih, said the problem certainly in writing report text. As well most of the students in writing report text the first problem is students are also less controlled vocabulary in English, students are not good in developed ideas, and also bad in grammar. In doing preliminary the researcher indicated that the most students still found difficulties in writing report text on Table 1:

TABLE 1
The Students' Writing Report Text Score at Eleventh Grade of SMA Assalam Tanjung Sari in Academic Year 2020/2021

NO	CLASS	SCORE		TOTAL
		≤75	>75	
1	XI IPA	15	15	30
2	XI IPS	18	12	30
TOTAL		34	26	60
PERCENTAGE		56,67%	43,33%	100%

Source: Document of Students' Writing Report Text Score at Eleventh Grade of SMAS Assalam Tanjung Sari in Academic Year 2020/2021

From the data of Table 1, the researcher got students under minimum score. There are 34 of the 60 students and only 26 students who achieved the criteria minimum mastery (KKM). The criteria minimum English writing in of the school is 75.⁸ It means that students who got difficulty in writing report text.

Based on the result in interviewing the students, the researcher can receive the problem of writing mainly in report text. The first problem surely in process writing report text. Moreover, it caused of lacking of vocabulary so that they are difficult in arranging the sentences. Others than that, because instruction in teaching and learning making students less attractive in creating the idea so as students still complicated in understanding it.⁹

Therefore, the researcher used think talk writes strategy in teaching writing. This strategy can cover the student's problem, because this strategy can increase motivation to writes and help students to create the ideas in writing. Especially the researcher will focused on the topic about animals in report text.

Slavin in Agustinus stated that there are four indicators to know the effectiveness of teaching learning process, the quality of teaching, suitable

⁸Ratna Nurwidaningsih, *Interviewing an English Teacher*, SMA Assalam Tanjung Sari, on April 25th 2019

⁹The Students of Eleventh Grade at SMA Assalam Tanjung Sari in 2020/2021 Academic Year

with level of teaching, incentive, and time.¹⁰ Quality of teaching including how information that teacher can reserve to students. Afterwards, students can learn it easily. Suitable level means teacher can give strategy that can apply in the class and students interest in teaching process. Incentive means that teacher can motivate the students although students more effective in learning. Then, time process.

From the statement above, TTW strategy can be applied in teaching process. Due to teaching learning process using TTW strategy based on four indicators, they are students' activities, the application of Lesson Plan, students' response, and students' achievement, in this case the ability in creating report text. Appropriated with Huinker and Laughlin statement that think-talk-write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write.

In addition, there are researchers that conducted research about using Think Talk Write Strategy. On the previous research by *Pradita Marlia Aziz* the result was in accordance with the result of the data analysis in the previous chapter. Teaching recount text by using Think-Talk-Write strategy can

¹⁰Ike Agustinus Purwanto, *Efektivitas Pembelajaran Siswa Menggunakan Model Pembelajaran Induktif dengan Pendekatan Beach Ball pada Materi Jajargenjang di SMPN 1 Bojonegoro* In the Academic Year 2008/2009, <https://core.ac.uk/download/pdf/151617373.pdf>, accessed on December 29rd 2019

influence on students' writing skills.¹¹ It could be seen when teaching and learning process, the students were enthusiast in learning it. There are some significant differences between experimental and control class.¹² According to result of the previous research by *Pradita*, her thesis focuses on writing ability in recount text. Meanwhile, the researcher focused on students writing ability in report text with the topic about animals. The similarity of this thesis is we used think talk write strategy as way to research.

Another previous research was conducted by Rachmawati. The result is that post test is better than pre test score. Final score of post test is 81, 13 and pre pretest score is 47, 03. There is significant increasing of the score result. Is can be concluded that there is any improvement in students ability in writing recount text after the student get treatment with think talk write strategy.¹³ The similarity between her theses is we used think talk write strategy in our thesis. While, the difference can be explained as thesis used action research in recount text, but the researcher used experimental research and focused in writing report text with the topic about animals.

¹² Pradita Marlia Azis, *The Influence of Think Talk Write Strategy Toward students Writing Skill on Recount Text* (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016), <http://eprints.walisongo.ac.id/6149/1/123411013.pdf>, accessed on December 27rd 2019

¹³ Rachmawati, *The use of Think Talk Write Strategy to improve the Students Ability in Writing Recount Text* (A Classroom Action Research of the Eight Grade Students of SMP N 2 Cilacap in the Academic Year 2013/2014), <https://lib.unnes.ac.id/22636/1/2201411020.pdf>, accessed on December 27rd 2019

The thesis by *Nur Maila Kusumaningrum*.¹⁴ As a result, the researcher concluded that the students agreed *Think-Talk-Write* strategy can improve their motivation in line with their skill in writing narrative texts. *Think-Talk-Write* strategy helped them to be more active in learning activity in the classroom. While, the difference can be explained as thesis used action research in narrative text, but she used experimental research and focused on writing report text in topics related to animals.

Based on previous research above that researcher concluded they used Think Talk Write strategy in their research with various texts, such as narrative and recount text. However, the researcher focuses on the topic about animals. The researcher used the topic about animals' because this topic was appropriated with 11th grade curriculum in the first semester. Besides it the investigation of information to be studied can be easier for students to found, because the objects that are often encountered around.

B. Identification of the Problem

According to the background above, the researcher identified the problem as a follows:

¹⁴ Nur Maila Kusumaningrum, *Implementation of Think Talk Write strategy to improve the students motivation in writing narrative text*, Research of the Tenth Grade Students of SMA N 3 Sragen in the Academic Year of 2014/2015. <https://lib.unnes.ac.id/22636/>, accessed on December 27rd 2019

1. The students were difficult to start expressing the ideas in writing report text.
2. The students were a lacking vocabulary.

C. Limitation of the Problem

Based on the background and identified of the problem, the researcher focused on report text with the theme “Animals”.

D. Formulation of the Problem

The researcher formulated as a follow “is there any influence of using think talk write strategy toward students’ ability in writing report text” at the SMA ASSALAM Tanjung Sari in the academic year 2020/2021?

E. Objective of the Research

The objective of the research as a follow: “to know whether there is influence of using think talk write strategy toward students ability in writing report text” at the SMA ASSALAM Tanjung Sari in the academic year 2020/2021.

F. Scope of the Research

Scope of the research is as follows:

1. The subject of the research :

The subject of the research was the students at the first semester of eleventh Grade of SMA ASSALAM.

2. The Object of Research :

The Object of Research was using Think Talk Write (TTW) strategy and students' writing ability in report text at the eleventh Grade of SMA ASSALAM.

3. The Place of Research :

This research was conducted at SMA ASSALAM Tanjung Sari.

4. The Time of Research :

The Time of Research was conducted at the first semester in the academic year 2020/2021.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory of Writing

1. Definition of Writing

According to Rivers, writing is conveying information or expression of original ideas in a consecutive way in the new language.¹⁵ It means writing is a way of delivering information in different languages. Conveying expressions in writing also should be appropriate so that the reader is not misunderstanding.

Brown also claimed that, writing is a thinking process, meaning writing is creating new ideas.¹⁶ Where everything that knowledge and information convey through writing. In this case writing is a process of thinking because the author needs to sort the appropriate words to be able to write.

Urquhart and McIver stated that, writing is a recursive process, which means students revise throughout the process, frequently moving back

¹⁵Wilga M. Rivers, *Teaching Foreign Language Skills*, (Chicago : University of Chicago Press, 1981), P.294

¹⁶H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (New York: Longman Inc, 2001) P.336

and forth among the stages.¹⁷ This statement follows up from Brown's statement, which argued that writing is a process of thinking. Then writing can also be interpreted as compiling information in a coherent manner then making it complex. So that whatever has been written in the reader can understand it.

Based on definition above the researcher can conclude that writing is a person's thought process, which is then written into a person's information or knowledge. Writing requires expertise in providing information, so that the reader can understand the writing. Even interest the reader in writing.

2. Aspect of Writing

There is some aspect in writings Rivers claimed that, writing in the language becomes a complicated activity because writing involves meaningful segments of language:

1. Words
2. Sentence
3. Grammar
4. How to transfer those segments into written forms.¹⁸

According to Byrne in Roza, there are five aspects that should consider of writing. They are:

1. Organizing Ideas

¹⁷Urquhart and McIver, *Teaching Writing in the Content Areas*, (Virginia: ASCD, 2005), P.5

¹⁸*Ibid*

Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

2. Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the researcher cannot make his/her language communicative to a great variety of reader from different situation.

3. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a researcher can make readers explore more deeply what he/she is telling about

4. Mechanics

a. Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the researcher.

b. Capitalization

Example:

- 1) Capitalize the first word of sentence.
- 2) Capitalize the pronoun.

3) Capitalize the titles of composition. In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction. Name of specific organization (business, clubs, and schools)

4) Capitalize all of proper noun

a. Name of detail:

b. Capitalize the first word of sentence

b. Name of people and their title

c. Name of specific places

d. Name of day, month, and special day

e. Name of specific group of people (nationality, races, ethnic, groups), language, and religion.

f. Name of geographic areas.

g. Name of specific structure such as buildings and bridges.

5. Content

Content is how the researcher develops the idea related with the topic.¹⁹

3. Types of Writing

¹⁹Roza, Z. *An Analysis on the Ability of the Fourth Year English Department Students of Bung Hatta University in Writing Chronological Order Essay*, (English Department the Faculty of Teacher Training and Education the University of Bung Hatta, in the Academic Year 2011/ 2012), P.23. <http://ejurnal.bunghatta.ac.id>, accessed on December 27th 2019

According to Brown there are five major categories of classroom writing performance:

1). Imitative, or writing down.

This type is at the beginning level of learning to write. Students will simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2). Intensive, or controlled

This intensive writing typically appears in control, written grammar exercises. This type of writing does not allow much creativity on the part of the researcher. A control writing is to present in which the students have to alter a given structure throughout. \

3). Self-writing

The most salient instance of this category in the classroom is note-taking by the students. Diary or journal writing also falls into this category.

4). Display writing

For all language students, short answer exercises, essay examinations, and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of the display writing techniques.

5). Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.²⁰

4. Concept of Writing Process

Writing is an activity in the form of expressing ideas in writing. To make an essay there is a process. This means that the author does not directly pour out his ideas raw. Here there are several stages in writing.

This process certainly is effective as Harmer states that there are some processes of writing, such as:

1. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

2. Drafting

We can refer to the first version of a piece of writing as a draft.

3. Editing (reflecting and revising)

Once a researcher has produced a draft they then, usually read through what they have written to see where it works and where it does not.

²⁰H.Douglas Brown, *Teaching by Principle: Interactive Approach to Language Pedagogy*, (New York: San Francisco State University, 2001), P.343

4. Final Version

Once researchers have to edit their draft, making the changes they consider being necessary, they produce their final version.²¹

Table 2:Composition for Scoring Writing proposed by Tribble²²:

Table 2
Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not

²¹Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.4-5.

²²Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996),

	used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

B. Concept of Think Talk Write

1. Definition of Think Talk Write

Think-Talk-Write is a strategy introduced by Huinker and Laughlin in Ansari these strategies basically built through thinking, speaking, and writing.²³ That stated think talk write is a strategy that supports and assists students in speaking skills and writing skills. According to Miftahul Huda, Think-Talk-Write is a strategy that facilitates the exercise verbally and writes the language fluently.²⁴ Both of them interrelated with learning outcomes.

TTW is classify as cooperative learning which means that students are put into a group in which they are working together to reach the learning objectives. As Killen stated that, cooperative learning is both an instructional technique and as teaching philosophy which aims to encourage students to work together to gain their maximum learning, either their own

²³Bansu Irianto Ansari, *Menumbuhkembangkan Kemampuan Pemahaman dan Komunikasi Matematik Melalui Strategi Think-Talk Write*, (Yogyakarta: Pustaka Pelajar, 2003) P.36

²⁴Miftahul Huda, *Model-model pengajaran dan pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014 Cet.4), p. 218.

learning, or the peers learning.²⁵ Think Talk Write is a strategy and part of cooperative learning. This strategy learning model is by creating a group study.

Based on the theories above Think Talk Write is a strategy that one of cooperative learning. Strategies of learning in Think Talk Write are with group study. Which can help the student to easy in learning and they can share information with their knowledge. Think Talk Write is very effective strategy using in the class because before it they can imagine, then practice and start to write.

2. Procedure of Think Talk Write

Based on Yamin and Ansari these are the steps of *Think-Talk- Write (TTW)* are:

- a. Students read a text and make notes about what they have read (*Think*), then discuss with their group.
- b. The students do interaction and collaboration with their group to discuss the notes (*Talk*). In this activity, the students using their own words to explain their ideas with the group.
- c. The students express the result of discussion in the form written text (*Write*). Writing can help the students realize one of learning purpose and measure students understanding the material have learned.

²⁵Killen, R, *Effective Teaching Strategies. Lesson from research and practice*. (2nd edition). Sydney: Social Science Press, 1998)

d. The last learning activity is to make a reflection and conclusion about what they have learned. One of the students from each group presented their answers, while other groups give an idea.²⁶

According to Silver and Smith (in YohanaFaulinaTambunan),there are series that should be following in setting up Think-Talk-Write Strategy.

a. The teachers decided in the classroom into several groups. In group consist of 4-6 students.

b. Teachers explain about Reportparagraph. Generic structure and language features).

c. The teacher divides the topic relating to students' daily environment. Example: animals like cat

d. Students describe the animalsin their imagination and make notes individually small (think). Each student in the group describes the animals of a cat with individually, what they think about a cat, This activity is intended for students to distinguish or bring together the ideas contained in the readings for later translated into the language itself.

²⁶Yamin Martinis and Bansu I Ansari, TaktikMengembangkanKemampuan Individual Siswa, (Jakarta: Putra Grafika, 2008), P.85

e. Students discuss with friends in groups to discuss the contents of the note they the last of activity of the lesson.²⁷

Based on statement above the researcher procedure used by Yamin Martinis and Ansari is as follows:

1. The teacher explains the material about report text and guided the student to understand the material.
2. The teacher make a group of students, in group consist of 4-6 students.
3. The teacher asks the students to read about report, and their imagination and make notes about what they have read. (Think)
4. The student doing interaction with their group, discuss the note. In this activity, they use own word to explain their idea in the group. (Talk)
5. After discussing, the students make the result example about report text with the written form. (Write)

3. Advantage and Disadvantage of Think Talk Write

Based on Jumanta Hamdayama there are some advantages and disadvantages from this strategy, as follows:

²⁷YohanaFaulinaTambunan, *Improving the Student's Achievement in Writing Descriptive Paragraphs By Applying Think-Talk-Write Strategy*, Journal of Linguistics of FBS Unimed, Vol.2 No.3 2013.<https://jurnal.unimed.ac.id/2012/index.php/jalu/article/view/939>, accessed on December 29rd 2019.

1. Advantages

- a) The advantage of Think-Talk-Write strategy is to sharpen the entire visual thinking skills.
- b) Develop a meaningful solution in order to understand the teaching materials.
- c) Can develop critical and creative thinking skills of students
- d) By interact and discuss with the group will engage students actively in learning.
- e) Allowing the students to think and communicate with friends, teachers, and even with themselves.²⁸

Based on the explanation above, it can be inferred that Think-Talk-Write Strategy has advantages for students. Students can express their ideas through share and discuss with their group. Thus, make it easier for student to put it in written form.

2. Disadvantages and solve the disadvantages

When students work in a group, they are easy to lose the ability and confidence, because dominated by affluent students, and Teachers should really prepare all media to mature in order to implement Think-Talk-Write.²⁹

²⁸JumantaHamdayama, Model danMetodePembelajaranKreatifdanBerkarakter, (Bogor: Ghalia Indonesia,2014), p.221

²⁹*Ibid*

Based on the explanation above, it can be solved with the teacher more gave opportunity to several students still diffculted to express the idea then, teacher gave plus assessment in order students more active teaching and learning in the class.

C. Theory of Report Text

1. Definition of Report Text

Gerot and Wignell stated that, report is a text which functions to describe the way things are, concerning a range of natural, manmade and social phenomena in our environment.³⁰ Report means a text which describes things in general. Report text is a report of descriptions such as about places, plants, animals, or others. The researcher usually uses the simple present tense.

a. The Example Report Text

Based on the syllabus curriculum 13 in senior high school on basic competence number 3.9 about report text especially the theme is explained about the animals.

³⁰Gerot, L., &Wignell, P, *Making Sense of Functional Grammar*. (Sydney: GerdStabler.1994)
P. 196

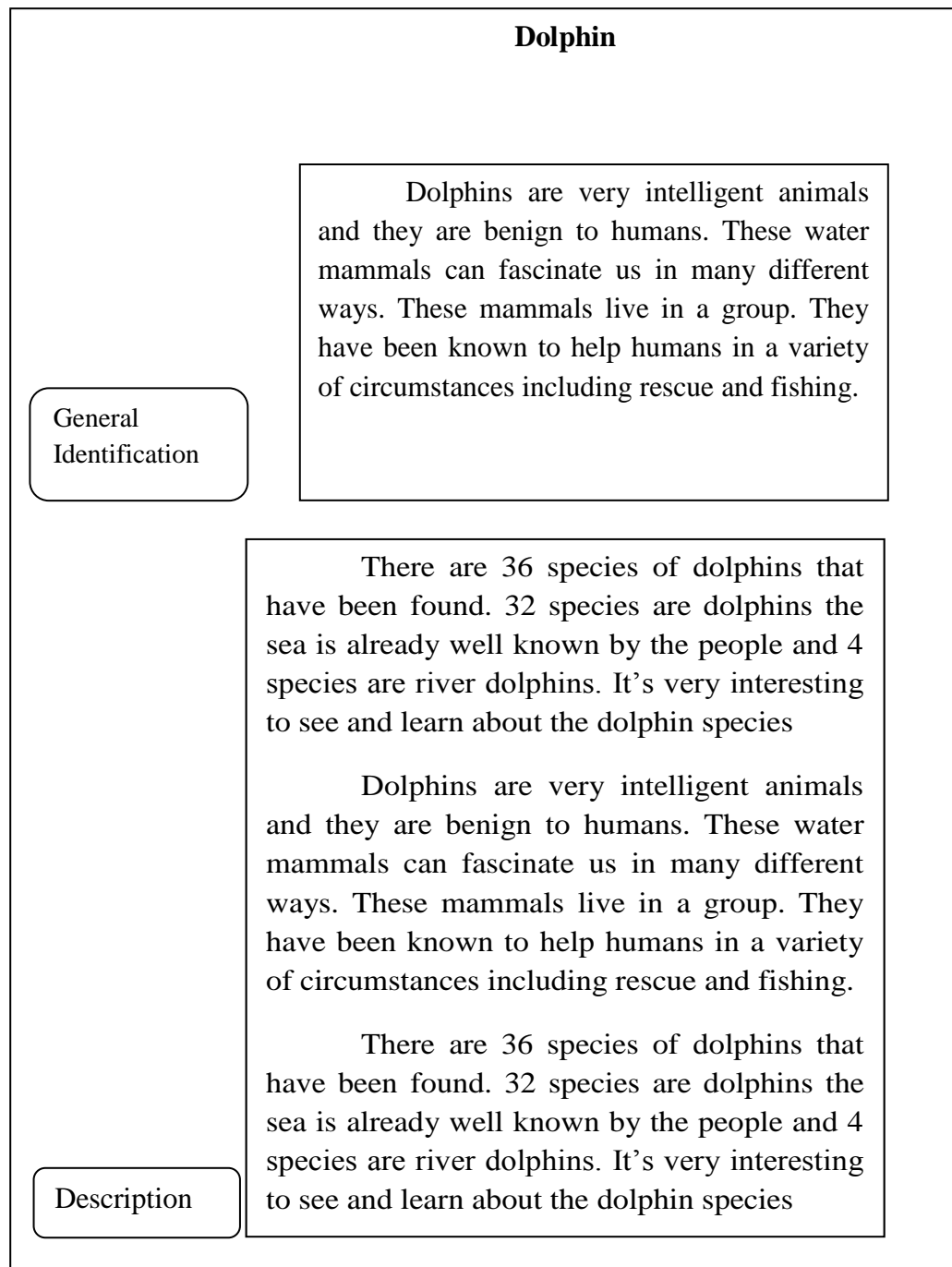


Figure 1.1 Example of Report Text

2. Generic Structure of Report Text

Based on Lehman defines that the generic structures of report text are:

- a. Title, that title state a subject to be discussed.
- b. General identification or Classification of a subject, this part as an introduction to the main discussion.
- c. Series of: description.

3. Language Feature of Report Text

- a. Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- b. Most reports are written in the present tense.
- c. Use some passive voice
- d. Some reports use technical or scientific terms.
- e. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.
- f. Uses some action verbs (climb, eat).
- g. Descriptive language is used that is factual rather than imaginative eg., Colour, shape, size, body parts, habits, behaviors, functions, uses.

4. Purpose of Report Text

Social purpose of report text is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of the region, culture, transportation, and so on.

D. Frame of Thinking

Writing is one of skills to transfer information or ideas to a written text. Writing can be applied in the classroom used many teaching strategies. One of the teaching strategies is by used cooperative learning in the teaching processed. The previous studies above teaching by applied the cooperative learning, it can made the students and the teacher work cooperatively. In this study, it is expected that the students can solved their problems of the writing of report text. The researcher used Think-Talk-Write as the strategy in teaching writing in the classroom. This strategy can be used to improve students of writing report text with discussion in group. Where students find diffculted to starts in writing, this strategy can cover it with change their in group. The students also are expected to have learning motivation significantly to write, if the students have partner in study. Furthermore, learning process also become innovative. Concerning those explanation, it can be assumed think talk write strategy can be applied to writing.

E. Hypothesis

The hypothesis of the research as follows:

H_a: There is an influence of using think talk write strategy towards students' writing ability in report text at the first semester of SMA Assalam Tanjung sari Lampung Selatan in the academic year 2020/2021.

H_o: There is no influence of using think talk write strategy towards students' writing ability in report text at the first semester of SMA Assalam Tanjung sari Lampung Selatan in the academic year 2020/2021.



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